

Texas Education Agency Standard Application System (SAS)

2017-2018 Perkins Reserve Grant			
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)		FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	November 13, 2017, to August 31, 2018		<div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY SEP 26 2017 3:50 PM DOCUMENT CONTROL CENTER </div>
Application deadline:	5:00 p.m. Central Time, September 26, 2017		
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494		
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060		

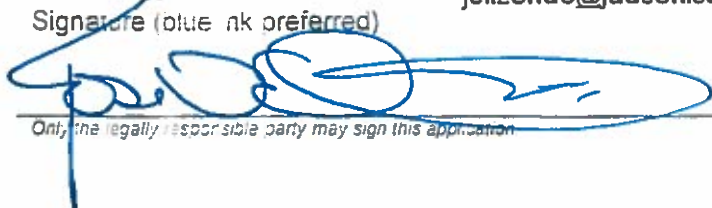
Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Judson ISD	015-916			
Vendor ID #	ESC Region #			
	20			
Mailing address	City	State	ZIP Code	
8205 Palisades Drive	Live Oak	TX	78233	
Primary Contact				
First name	M.I.	Last name	Title	
Renee	M	Lafreniere	CTE Director	
Telephone #	Email address		FAX #	
210-945-5297	rlafreniere@judsonisd.org		210-945-6960	
Secondary Contact				
First name	M.I.	Last name	Title	
Sharon		Roddy	Fed Programs-Grants Director	
Telephone #	Email address		FAX #	
210-945-5326	sroddy@judsonisd.org		210-945-6903	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jose		Elizondo	Chief Financial Officer
Telephone #		Email address	FAX #
210-945-5502		jelizondo@judsonisd.org	210-945-6905
Signature (blue ink preferred)		Date signed	



10/26/2017

Only the legally responsible party may sign this application

Schedule #1—General Information

County-district number or vendor ID: 015-916

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-916

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-916

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 015-916

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015-916

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015-916

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☒ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☐ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

The overall goal and objectives of the program is to develop and implement a Technology Career Center Partnership in order to meet the needs of the local Alamo Workforce Solutions identified high-demand occupations in the area of Network and Computer Systems as well as become a leader in technology career training programs in the San Antonio region. The Technology Career Center Partnership (TCCP) will offer courses in career pathways of Information Technology and Cybersecurity. The program will become affiliated with the CompTIA and Test Out Academic partnerships in order to provide information technology certifications that are considered as key for high school students to be successful in the IT field—either by entering the workforce or a similar post-secondary institution. Such certifications also increase the student's marketability, salary levels, career advancement opportunities, and post-secondary education in this particular field.

Students completing their four-year coherent sequence of courses will be prepared through lectures, curriculum standards identified and written by industry, actual IT and Cybersecurity professional experiences, and hands-on lab work in order to seek employment as professional skilled computer systems and security, network, and/or software technicians. Students will be able to build leadership and employability skills through mentorship, student organizations such as SkillsUSA and the Cyber Patriot Club.

Judson ISD and St. Philip's College will partner with Wagner High School's Information Technology, and Veterans Memorial High School (VMHS) Cybersecurity programs to offer dual credit courses to students with the possibility to earn college credits. Credits earned can lead to an Associate's Degree in Information Security & Assurance, Network Administration, Computer Maintenance, Cyber Security, or an Information Technology concentration through the Alamo Colleges, St. Philip's College. Additionally, St. Philip's College has partnership agreements with four-year universities, including University of Texas-San Antonio that offer undergraduate and graduate programs in Information Technology and Cyber Security.

The TCCP, in quarterly collaboration with a dedicated Program Advisory Committee, will continually guide, advise and evaluate the effectiveness of the program, grant and district goals, data, and efficient use of the budget, facilities, and partnerships.

Judson ISD will remain committed to the goals of this grant, state accountability in terms of student achievement, district accountability in terms of post-secondary readiness, and student's individual career goals well beyond the grant terms through other local, state and federal fund sources.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015-916

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015-916	Amendment # (for amendments only):
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)	
Grant period: November 13, 2017, to August 31, 2018	Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$42,345	\$	\$42,345	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$2,000	\$	\$2,000	\$1,000
Schedule #9	Supplies and Materials (6300)	6300	\$28,955	\$	\$28,955	\$28,000
Schedule #10	Other Operating Costs (6400)	6400	\$1,700	\$	\$1,700	\$1,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$75,000	\$	\$75,000	\$30,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$75,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$7,500

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015-916			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional						
1						
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator			1	\$34,954	\$0
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Title				\$	\$
22	Title				\$	\$
23	Title				\$	\$
24	Subtotal employee costs:				\$34,954	\$0
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay			\$	\$
26	6119	Professional staff extra-duty pay			\$1,000	\$
27	6121	Support staff extra-duty pay			\$	\$
28	6140	Employee benefits			\$6,391	\$
29	61XX	Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs				\$7,391	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$42,345	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015-916

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Excellence in Technology Summer Camp (college & test prep, PBL, applied academics)	\$2,000	\$1,000
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$2,000	\$1,000
(Sum of lines a, b, and c) Grand total		\$2,000	\$1,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #9—Supplies and Materials (6300)</u>			
County-District Number or Vendor ID: 015-916		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$28,955	\$11,300
Grand total:		\$28,955	\$28,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 015-916		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$1,700	1,700
Grand total:		\$1,700	\$1,700

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 015-916			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A		\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$0	\$0
Grand total:				\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015-916

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	101	46%	Out of 217 total students to be served by the grant
Limited English proficient (LEP)	8	3%	Out of 217 total students to be served by the grant
Attendance rate	NA	95.5%	WHS-94%; VMHS-97%
Annual dropout rate (Gr 9-12)	NA	2.2%	WHS-2.2%; VMHS-DNA
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.		%	
6-10 Years Exp.		%	
11-20 Years Exp.	2	100%	1 Teacher = 11 years of experience; 1 Teacher = 9 years of experience
20+ Years Exp.		%	
No degree		%	
Bachelor's Degree		%	
Master's Degree	2	100%	Both teachers have Master's degrees
Doctorate		%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										74	58	63	22*	VHMS will not have seniors until 2018-19

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										1	*1	1	*1	2 total (*duplicated; 1 for 9-10 and 1 for 11-12)

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015-916

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To help inform future decisions and strategic planning, Judson ISD completes continuous and intentional strategic planning with parents, business partners, community representatives, and higher education institutions. The method used to collect data is comprehensive and focuses on the entire district. Teams collect data from a variety of sources and identify priority needs areas in all aspects of school operation.

In addition, students complete an annual assessment to identify interest in various pathways. The Career and Technical Director, with the collaboration of the Curriculum and Instruction Department, facilitate the assessment process. The student needs assessment process is used as the basis for developing curricula and classroom practice that are responsive to learners' needs. It encompasses both what learners know and can do and what they want to learn and be able to do. The data is collected and evaluated to plan and support student choices. Finally, each career pathway cluster utilizes a program advisory committee made up student graduates, business and industry partners, parents, etc. Based on a program evaluation conducted on an annual basis, a budget is created to equip and bridge classroom instruction to industry standards and settings.

The key findings in completed needs assessments by students, parents, business and community partners indicates a strength in partnerships between higher education institutions and the school district. Relationships have been nurtured to extend the pathways into industry partners.

JISD is committed to fostering a positive culture, and climate at each school to support a smooth transition from high school to college. The data collected from student selection of careers and the evaluation completed by the Alamo Work Source, US Dept. of Labor, etc., resulted in the identification of Top 25 and high demand occupations. Judson ISD used these findings, the overall needs assessment from the strategic planning meetings, and input from program advisory members, to propose student choice in the information technology and cybersecurity career fields.

Judson ISD Technology Career Center Partnership intends to train and certify ALL students who enter our programs, Karen Wagner High School's Information Technology; and, Veterans Memorial High School's Cybersecurity, for multiple opportunities to enter the workforce with the necessary skills for success, as well as prepare them to enter college programs. We believe this grant will provide our students with access to a high-demand, high-need, and high-wage career industry; thereby, contributing to the next Cyber Generation.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015-916

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	INDUSTRY CERTIFICATIONS	The Technology Career Center Partnership will ensure the acquisition of each campus as an approved/authorized test center (CompTIA, Pearson Vue, Microsoft IT), teachers will acquire the req'd test proctor/certifications to offer students opportunity to obtain certifications in CompTIA A+, Network+, Security+, Server+, and Linux+; TestOut PC Pro, Network Pro, Security Pro, Server Pro, and Linux Pro; and Microsoft, Oracle, and iC3; and, to provide all students instructional materials & resources necessary to facilitate successful completion of these certifications
2.	CAREER READINESS PARTNERSHIPS	The Technology Career Center Partnership will facilitate collaboration with industry-related businesses and organizations that will support the goals & objectives of the grant; business stakeholders will join the Program Advisory Committee to ensure feedback, planning, and participation in strategies and activities to support student success with real-world, hands-on experiences, i.e. internships, mentors, interview and employability skills, classroom speakers, business visits, job shadowing, sponsors, etc.
3.	COLLEGE READINESS PARTNERSHIPS	The Technology Career Center Partnership will facilitate articulation agreements in specific college course content areas of information technology & cybersecurity; college stakeholders will join the Program Advisory Committee to ensure feedback, collaboration, and participation in strategies & activities to support student success in connections to college including college visits; summer camps will support preparations for college, i.e. College Prep, TSI prep and testing, ApplyTexas, FAFSA, etc.
4.	ACADEMICS	Judson ISD has a comprehensive list of articulated dual credit core academic courses, as well as offerings in AP courses, as well as a college prep course; additionally, the summer camp for freshman will include academic and college-level preparation; tutoring support; study and test skills, time management, and TSI prep; sophomore summer camp will cover additional supports, strategies, and preparation, academic tutoring, and TSI testing
5.	RECRUITMENT	Ongoing recruitment efforts will be accomplished with assistance of a career counselor facilitating numerous district and cross-campus events including middle school visits, parent/community forums, career day, high school program tours, classroom presentations, marketing materials; registration & hand-scheduling of participating students to ensure proper scheduling and coherent sequencing of courses, and foundation/skill development

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Schedule #14—Management Plan

County-district number or vendor ID: 015-916

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Technology Career Center Specialist	Minimum Bachelor's degree from accredited university in a related field; valid teaching cert w/3-5 years related work exp; industry-related certification. Experience implementing career-related programs and knowledge of state/federal funding guidelines/compliance; demonstrated ability to work w/diverse constituency of faculty & staff across all academic & administrative units within secondary & post-secondary institutions; skilled in developing student leadership opportunities, and with acquisition of req'd supporting materials
2.	Cybersecurity Teacher	Minimum Bachelor's degree from accredited university in a related field; valid teaching cert w/3-5 years related work exp; industry-related certification. Participate as member of instructional staff in planning for teaching, motivating students, developing classroom climate, managing classroom, interacting/evaluating pupils. Enable students to develop competencies/skills in area of cybersecurity, acquire industry certifications, and/or be prepared to enter college-level coursework
3.	Information Technology Teacher	Minimum Bachelor's degree from accredited university in a related field; valid teaching certification w/3-5 years related work exp; industry-related certification. Participate as member of instructional staff in planning for teaching, motivating students, developing classroom climate, managing classroom, interacting/evaluating pupils. Enable students to develop competencies/skills in area of information technology, acquire industry certifications, and/or be prepared to enter college-level coursework

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Develop the staff, leadership team, advisory committee and overall plan	1. Staff position approved, posted, hired	12/13/17	12/22/17
		2. Develop Leadership Team, Advisory Committee, etc.	1/8/18	1/19/18
		3. Collaborate w/various stakeholders to commit plan	1/18/8	2/2/18
		4. Meet with campus staff to prepare programs, facility	1/8/18	3/2/18
		5. Develop marketing materials & communication plan	1/16/18	3/2/18
2.	Finalize/purchase curriculum resources and equipment	1. Meet with Advisory Committee to finalize needs	2/2/18	3/9/18
		2. Meet w/Technology/campus to ensure infrastructure	2/2/18	2/23/18
		3. Prepare reqd documentation/quotes for purchases	3/1/18	3/30/18
		4. Schedule professional development	2/1/18	2/19/18
		5. Plan out logistics for receipt/installation of materials	3/1/18	3/30/18
3.	Collaborative planning w/various stakeholders, sign artic agreements	1. Coordinate all work-based learning sites/docs	1/9/18	2/19/18
		2. Formalize articulation/course agreements w/IHE	12/13/17	1/19/18
		3. Seek out/secure additional friends/funds support	1/19/18	8/31/18
		4. Complete site visits, employer and student evals	2/5/18	5/25/18
		5. Input/collect/submit/present all necessary data	2/5/18	8/31/18
4.	Complete all college related activities, testing, and deadlines; plan summer camp	1. Continue monthly, quarterly meetings to review data	1/19/18	8/31/18
		2. Coordinate IHE visits, schedule testing, complete app	1/22/18	3/30/18
		3. Facilitate mentors, classroom speakers, etc.	1/22/18	5/25/18
		4. Prepare summer camp for incoming 9 th /10 th graders	4/2/18	5/25/18
		5. Conduct internship/parent meetings for next year's	2/26/18	5/4/18
5.	Complete certification testing & internships; prepare next yrs	1. Coordinate certification testing, celebrate successes	1/22/18	5/25/18
		2. Host employer appreciation, student interns,	4/2/18	5/25/18
		3. Assist in registrations & course scheduling for nxt yr	1/8/18	3/30/18
		4. Conduct program eval, implement sustainability pln	4/2/18	8/31/18

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registr & schedules	5.	Prepare, finalize and present all required reporting	6/11/18	8/31/18
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				
Schedule #14—Management Plan (cont.)				
County-district number or vendor ID: 015-916			Amendment # (for amendments only):	
<p>Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>At the district level, the grant program will be monitored by the Director of Career & Technical Education programs.</p> <p>In addition, the grant program will be monitored in collaboration with the Federal Programs & Grants Director, Technology Career Center Partnership (TCCP) Specialist, and members of the TCCP Program Advisory Committee. These individuals will be involved in various phases of the grant project, including planning, implementation, and evaluation. During the grant project period, the TCCP Program Advisory Committee will meet periodically to discuss the project's progress, address any problems or concerns, and make recommendations for any needed modifications.</p> <p>At the campus level, the program will be monitored by the principal and key administrators/staff, including assistant principal and CTE department chair.</p> <p>Judson ISD agrees to comply with any reporting and evaluation requirements that may be established by the Texas Education Agency.</p>				
<p>Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Judson ISD, in collaboration with its community partners, has highly qualified administrators, teachers, and staff, experience, capacity, and resources to implement the grant project with funding support from the Perkins Reserve Grant. The amount requested from Perkins Reserve Grant for this initiative is \$75,000. The expenses for the project are detailed on the application budget forms.</p> <p>The budget is reasonable and cost effective for the activities and services that will be provided.</p> <p>The grant funds will be used to hire a project coordinator (Technology Career Center Partnership Specialist), provide professional development for teachers, purchase industry related materials and supplies, conduct a summer camp for students enrolled in the program, incorporate work-based learning opportunities for students in the form of internships, job shadowing, and mentors; and provide college and career guidance and counseling in order to maximize student opportunities for dual credit.</p> <p>This partnership project and programs are aligned with Judson ISD Board of Trustee goals, district mission, the District Improvement Plan, local Workforce Solutions Alamo high-demand occupations, and state accountability measures. All stakeholders—district and campus personnel, industry and community partners, parents, volunteers, and business/community leaders—support the grant project and will work together to ensure its success. As the grant funding ends in August 2018, the District is committed to maintaining these career programs with a combination of local funds, grants, and other sources of funding.</p>				

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 015-916		Amendment # (for amendments only):	
Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Quantitative Data: Planning, Year One	1.	Student Enrollment; coherent sequencing of participating students
		2.	# of Recruiting Activities provided for students, parents and community
		3.	Demographic data for participating students mirrors the district data
2.	Quantitative Data: Implementation, Year One	1.	# of opportunities for high school/college faculty to plan, collaborate
		2.	# of stakeholder meetings with partner businesses and organizations
		3.	# of students participating in an internship or other work-based experience
3.	Qualitative Data: Continuation, Year Two	1.	# of students making progress towards graduating
		2.	# of students earning one or more industry certifications
		3.	Average # of college credits earned per student
4.	Qualitative Data: Program Effectiveness, Annual	1.	# of students enrolled in a related post-secondary program of study
		2.	# of students employed in a related career field
		3.	# of non-traditional students who are participating/completing the program
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<p>Data analysis procedures will make use of statistical qualitative, analytical and presentation procedures to process and present data/findings. All project implementation benchmarks/milestones/performance objectives for the project period will be closely monitored to determine the extent to which they are achieved.</p> <p>The TCCP Specialist will be responsible for daily/weekly input of all required data in the TEA data tracking system and ensuring its integrity and accuracy. The CTE Director will assist Program Advisory Committee in interpreting data to address program delivery and implementation, identify and correct problems, and follow-up to ensure the program is on track to achieve all goals and objectives.</p> <p>The Program Advisory Committee will meet monthly in order to monitor data and to act swiftly to immediately correct any problems with project delivery. The TCCP Specialist will assume primary responsibility for program-level implementation and adjustment and will aggregate and analyze site-level data through observations, surveys, and formal and informal evaluation methods. In this way, the TCCP Specialist will be able to monitor and evaluate all planned activities and contracted services in order to determine their merits and effectiveness in achieving project aims.</p> <p>The Program Advisory Committee, supported by the TCCP Leadership Team, will therefore be able to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds. With such close monitoring and ongoing evaluation of activities, activity schedules, participant satisfaction and participation levels, this Technology Career Center Partnership initiative will have the opportunity to continuously improve.</p> <p>Data Sources: PEIMS, PBMAS, eSchool Four-Year Plans, OnData Suite, Perkins Effectiveness Report, Graduate Surveys, Professional Development/Training Records, Program Advisory Committee and Leadership Team Meeting Records, Career Cruising Interest Assessments.</p>			

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-916

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

According to the "Cybersecurity Jobs Report," the rapid growth of computing and communication technologies around the globe has led to unprecedented growth in the cybersecurity industry and an urgent need for qualified individuals to address dramatic future growth. The federal government is placing significant resources into reducing the threat of cyber-attacks and President Obama declared that the "cyber threat is one of the most serious economic and national security challenges we face as a nation." The Bureau of Labor Statistics projects a 37% growth in employment for information security analysts from 2012-2022, much faster than the average of all occupations.

The *ISACA 2016 Cybersecurity Skills Gap* identified the follow statistics:

- 2 million: global shortage of cyber security professionals by 2019
- 3 times: rate of cyber security job growth vs. IT jobs overall
- 84%: organizations that believe applicants for open security jobs are unqualified
- 53%: organizations that experience delays (as long as 6 months) to find qualified security candidates
- 77%: of women said that no high school teacher or guidance counselor mentioned cybersecurity as a career choice
- 89%: of U.S. consumers believe it is important for organizations to have cybersecurity certified employees

According to the Burning Glass International Inc. report, "the demand for cybersecurity experts is growing at 12 times the overall job marketing and 73% during the five years from 2007 to 2012". Locally, the Alamo WDA projects an average annual growth rate of 46% from 2012 to 2022 in this industry.

The CyberTexas Foundation is a new non-profit (501c3), with a fifteen-year track record of success promoting cyber security education, economic development, and preparedness. Their mission is to maintain and multiply San Antonio's success and growths and to help develop our next Cyber Generation. They are committed to doubling the IT/Cyber workforce in the next 10 years (from 34K to 70K), field and support more than 300 high schools and middle schools, and expand cyber security curriculum into all of our San Antonio high schools and middle schools.

In addition, San Antonio, Texas, has been named "Cyber City USA" and is home to more than 1000 IT/ Cyber companies, and home to five NSA/DHS designated "Centers of Academic Excellence in Information Assurance Education" including University of Texas San Antonio (rated #1 in the country), Our Lady of the Lake University, Texas A&M University-San Antonio, San Antonio College, and St. Philip's College.

We believe this grant will provide our students with access to a high-demand, high-need, and high-wage career industries; thereby, contributing to the next *Cyber Generation*.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-916

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Veterans Memorial High School, Cybersecurity Pathway:

- Principles of Cybersecurity (9th)
- Computer Maintenance (10th)
- Networking (11th)
- Practicum in Information Technology (12th)

Certifications: CompTIA A+, Network+, Security+, Linux+ and TestOut PC Pro, Network Pro, Security Pro, Server Pro and Linux Pro

Karen Wagner High School, Information Technology Pathway

- Principles of Information Technology (9th)
- Computer Programming I (10th)
- Computer Programming II (11th)
- Practicum in Information Technology (12th)

Certifications: CompTIA IT Fundamentals, Microsoft MTA, Oracle, and iC3

St. Philip's Community College

- Associate of Applied Science
 - Information Technology Network Administrator
 - Information Technology Cybersecurity Specialist

University of Texas-San Antonio

- Bachelor of Science, Computer Science

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-916

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Alamo Colleges/Judson ISD Dual Credit Memorandum of Understanding allows a maximum of 14 courses to be completed within a high school program of study. The remaining degree requirements can be completed within two years of graduating from high school. Required TSI Assessment scores: English 36-390 w/Essay of 4 or an Essay of 5+ and Reading 351-390

Alamo Colleges Core Academics

EDUC 1300	Learning Framework
SPCH 1321	Business & Professional Communications
PHIL 1301	Language, Philosophy & Culture Core
ENGL 1301	Communications Core
MATH 1314	Mathematics Core
ECON 1301, or GEOG 1303, or PSYC 2301	Social & Behavioral Studies Core

St. Philip's Community College

- Associate of Applied Science
 - Information Technology Network Administrator OR Information Technology Cybersecurity Specialist

ITNW 1308	Implementing & Supporting Client Operating Systems
ITNW 1425	Fundamentals of Networking Technologies
ITSC 1316	Linux Installation & Configuration
ITNW 1454	Implementing & Supporting Servers
or COSC 1336	Programming Fundamentals I
ITNW 1413	Computer Virtualization
ITSY 1342	Information Technology Security
ITNW 2405	Network Administration

Alamo Colleges, St. Philip's College has a partnership/transfer agreement with University of Texas-San Antonio (UTSA), Bachelor's of Science in Computer Science

This seamless education plan would provide students the opportunity to accelerate to their AAS (within 1-2 years of graduating high school) and transfer to their BS or BAAS (within 2-3 years of graduating high school), yet still keep them under the maximum number of allowable dual credit courses.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-916

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Judson ISD has a long-standing collaboration with neighboring districts through our work with the Region 20 Education Service Center, Career & Technical Education Division, as well as several joint partnerships, initiatives and organizations. The District has worked for several years with the St. Philip's College Alamo Academies' programs, with a contingent of students participating in the Information Technology Security Academy each year. However, Judson ISD is pledged to designing its own rigorous, competitive-edge computer and technology-based career programs with immersive curriculum, industry-standard certifications, and internship experiences; and, when combined with dual credit and advanced placement courses, enables our high school students to be career and college ready upon graduation. When outlining a framework for a Technology Career Center Partnership, Judson ISD sought the expertise of the teacher who designed the multiple-award winning Southwest ISD IT Academy and CyberPatriot team. Additionally, JISD staff has actively participated with a variety of organizations leading computer and cyber initiatives across the San Antonio area, including St. Mary's University, UTSA P-16 Initiative, a joint effort with the CyberTexas Foundation, University of Texas-San Antonio, and Our Lady of the Lake University called "We Teach", as well as several summer programs, Youth Code Jam, Youth Digital, etc.

Judson ISD is dedicated to working with several partner organizations to ensure compliance with the Technology Career Center Partnership goals and objectives, and ultimately, the successful implementation of Veterans Memorial High School's Cybersecurity and Karen Wagner High School's Information Technology programs. These organizations will include:

- CyberTexas Foundation
- Air Force Association
- USAF Joint Base San Antonio
 - 24th Cyber Command
 - 502d Air Base Wing
- City of San Antonio
- SA Works

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The CyberTexas Foundation's mission is to "steer academic, business and government entities by developing, enhancing, promoting and sharing cyber and cybersecurity programs and capabilities." One of the Foundation's goals is to double the number of San Antonio area IT/Cyber companies in the next 10 years and again in the next 10 (from 1,000 to 2,000 to 4,000).

Judson ISD expects to work with Digital Defense Inc., the highest ranked of the cyber companies based in San Antonio, a hub for cybersecurity innovation and expertise, and committed sponsor, mentor and partner of the CyberTexas Foundation and Cyber Patriot Teams.

Additionally, Judson ISD has secured the commitment of the PricewaterhouseCoopers, LLP, to support the development and growth of the skills needed to employ workers in the high-skill, high-wage occupations in computer and information security within our region.

Finally, not only is Rackspace a worldwide leader in public cloud infrastructure managed service provider, top San Antonio employer with thousands of industry-certified employee positions, but they are also a committed regional education partner sponsoring high school internships and mentors, and hosting local, regional and state student competitions and events.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-916

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The Technology Career Center Partnership programs in Judson ISD will provide students with a life changing experience. The TCCP stakeholders will honor the importance of planning for sustainability from the very beginning of the program through identified key factors: attracting and retaining qualified instructors, generating student interest, and securing funding and support in order to sustain these innovative, high-demand programs.

- **Attracting/Retaining Qualified Instructors** – teachers are the most critical aspect of these programs' success. Consistent, clear and direct expectations for the goals, objectives and outcomes of the TCCP during the interview and selection process will set the foundation. In addition to relevant work experience and industry certifications, qualities such as motivational, passion for the subject matter, and a sincere desire to work with students are just as important.
- **Generating/Maintaining Student Interest** – developing a solid foundation of knowledge, skills and abilities will mold a productive student; designing the programs with strong connections in the community and industry will grow successful programs. With that success, must come the commitment to market those successes to the community. Not only do student organizations such as SkillsUSA and Cyber Patriot afford students opportunities to showcase their skills, and develop character skills such as leadership and problem-solving, but it also builds confidence and creates networking opportunities. Positioning and honoring the programs' and student successes and achievements to parents, businesses, and the community generates and maintains interest.
- **Securing New Sources of Funding and Support** – Judson ISD recognizes funding and support as essential components to program sustainability. The TCCP Advisory Committee will play a central role in extending the community and family those campuses and programs have available to draw upon for support and, in some cases, funding. Members, through networking and innovative planning, often come up with a multitude of ways in which to support the programs. Additionally, through ongoing efforts of the Judson Education Foundation, a 501(c)3 organization, dedicated to supporting the school district, they can act as a fiduciary for funds donated to the programs; private donors and member businesses recognize the benefits of donating to an organization with this non-profit designation.
- **Building Capacity** – the programs were built with stackable skills and credentials in mind; they were designed with resources from national partners like Microsoft IT Academy, CompTIA, and Pearson Vue. These program resources have been leveraged to set up the campuses as authorized academies and test centers in order to maximize the tools, resources and benefits, as well as program credibility.

The TCCP will maintain a leadership team that meets regularly to address issues of design and sustainability. The Leadership Team will review the programs' mission and purpose; review various quantitative and qualitative data (student surveys, teachers' survey, enrollment data etc.). to identify and correct issues; monitor performance measures, prioritize areas of sustainability/capacity, provide direct and indirect resources and support, and promote and advocate the programs and students to the community.

All other stakeholders, including district and campus personnel, parents, volunteers, and business/community leaders support the proposed grant project and will work together to ensure its success. As the grant funding ends, the District intends to maintain the program with a combination of local funds, grant funds, and other sources of funding.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-916

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Veterans Memorial High School, Cybersecurity Pathway:

Certifications: CompTIA A+, Network+, Security+, Linux+ and TestOut PC Pro, Network Pro, Security Pro, Server Pro and Linux Pro

Karen Wagner High School, Information Technology Pathway

Certifications: CompTIA IT Fundamentals, Microsoft MTA, Oracle (OCJ, OCA, OCJA), and iC3

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-916

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Click and type here to enter response.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015-916		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015-916

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 015-916

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Ttruancy

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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